

# Brockington Magnet School for Science & Technology

413 Brockington Road

Darlington, S.C. 29532

**Grades** 4-6 Elementary School

**Enrollment** 465 Students

**Principal** Allison M. Baker 843-398-2494

**Superintendent** Dr. Rainey Knight 843-398-5200

**Board Chair** Mr. Warren Jeffords 843-326-5970

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	64	13	1

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	No

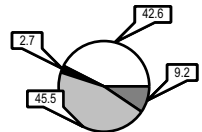
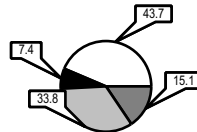
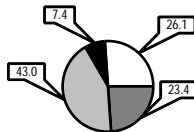
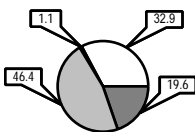
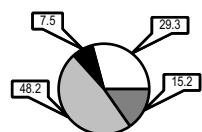
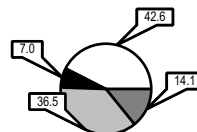
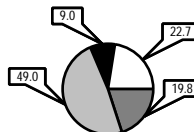
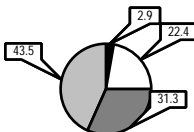
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**
**English/Language Arts**
**Mathematics**
**Science**
**Social Studies**
**Our School**

**Elementary Schools with Students like Ours**

**Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	462	99.8	32.7	46.5	19.6	1.1	33.4	Yes	Yes
<b>Gender</b>									
Male	231	99.6	42.5	39.7	17.4	0.5	26.5		
Female	231	100.0	23.2	53.1	21.9	1.8	40.2		
<b>Racial/Ethnic Group</b>									
White	154	99.4	18.6	44.8	34.5	2.1	45.5	Yes	Yes
African American	299	100.0	39.8	47.4	12.5	0.3	27.3	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	408	99.8	26.9	49.6	22.3	1.3	37.9		
Disabled	54	100.0	76.9	23.1	0.0	0.0	0.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	462	99.8	32.7	46.5	19.6	1.1	33.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	462	99.8	32.7	46.5	19.6	1.1	33.4		
<b>Socio-Economic Status</b>									
Subsidized meals	321	99.7	40.6	45.5	14.0	0.0	26.3	No	Yes
Full-pay meals	141	100.0	14.8	48.9	32.6	3.7	49.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	462	99.8	26.0	43.1	23.5	7.4	45.6	Yes	Yes
<b>Gender</b>									
Male	231	99.6	32.0	38.8	21.9	7.3	41.1		
Female	231	100.0	20.1	47.3	25.0	7.6	50.0		
<b>Racial/Ethnic Group</b>									
White	154	99.4	15.9	37.9	33.1	13.1	57.9	Yes	Yes
African American	299	100.0	31.5	45.3	19.0	4.2	39.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	408	99.8	19.9	45.8	25.8	8.4	50.4		
Disabled	54	100.0	71.2	23.1	5.8	0.0	9.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	462	99.8	26.0	43.1	23.5	7.4	45.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	462	99.8	26.0	43.1	23.5	7.4	45.6		
<b>Socio-Economic Status</b>									
Subsidized meals	321	99.7	31.5	43.5	18.8	6.2	40.3	Yes	Yes
Full-pay meals	141	100.0	13.3	42.2	34.1	10.4	57.8		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	462	99.8	43.6	33.9	15.1	7.4	22.6
<b>Gender</b>							
Male	231	99.6	47.9	27.9	16.4	7.8	24.2
Female	231	100.0	39.3	39.7	13.8	7.1	21.0
<b>Racial/Ethnic Group</b>							
White	154	99.4	26.2	33.8	23.4	16.6	40.0
African American	299	100.0	52.2	34.6	10.4	2.8	13.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	408	99.8	37.9	36.8	16.9	8.4	25.3
Disabled	54	100.0	86.5	11.5	1.9	0.0	1.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	462	99.8	43.6	33.9	15.1	7.4	22.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	462	99.8	43.6	33.9	15.1	7.4	22.6
<b>Socio-Economic Status</b>							
Subsidized meals	321	99.7	51.0	34.4	11.0	3.6	14.6
Full-pay meals	141	100.0	26.7	32.6	24.4	16.3	40.7

<b>Social Studies</b>							
All Students	462	99.8	42.4	45.6	9.3	2.7	12.0
<b>Gender</b>							
Male	231	99.6	45.7	41.6	9.1	3.7	12.8
Female	231	100.0	39.3	49.6	9.4	1.8	11.2
<b>Racial/Ethnic Group</b>							
White	154	99.4	26.2	53.8	14.5	5.5	20.0
African American	299	100.0	50.2	41.9	6.9	1.0	8.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	408	99.8	37.9	48.6	10.5	3.1	13.6
Disabled	54	100.0	76.9	23.1	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	462	99.8	42.4	45.6	9.3	2.7	12.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	462	99.8	42.4	45.6	9.3	2.7	12.0
<b>Socio-Economic Status</b>							
Subsidized meals	321	99.7	51.0	41.6	6.5	1.0	7.5
Full-pay meals	141	100.0	23.0	54.8	15.6	6.7	22.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	140	100.0	17.0	47.4	34.8	0.7	35.6
	5	156	99.4	28.5	51.7	19.9	N/A	19.9
	6	144	99.3	33.1	38.8	24.5	3.6	28.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	149	100.0	28.0	47.6	24.5	0.0	24.5
	5	156	99.4	29.5	55.0	14.8	0.7	15.4
	6	157	100.0	40.4	37.1	19.9	2.6	22.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	140	100.0	14.1	44.4	28.1	13.3	41.5
	5	156	100.0	31.6	49.3	12.5	6.6	19.1
	6	144	100.0	14.4	51.1	20.1	14.4	34.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	149	100.0	25.9	35.7	29.4	9.1	38.5
	5	156	99.4	26.8	43.6	20.1	9.4	29.5
	6	157	100.0	25.2	49.7	21.2	4.0	25.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	149	100.0	50.3	32.9	11.9	4.9	16.8
	5	156	99.4	46.3	34.9	12.1	6.7	18.8
	6	157	100.0	34.4	33.8	21.2	10.6	31.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	149	100.0	31.5	53.1	12.6	2.8	15.4
	5	156	99.4	40.9	51.7	4.7	2.7	7.4
	6	157	100.0	54.3	32.5	10.6	2.6	13.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 465)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	3.7%	3.0%
Attendance rate	99.2%	Up from 97.2%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Down from 2.7%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%	Down from 3.2%	3.4%	3.2%
Eligible for gifted and talented	12.6%	Up from 12.2%	10.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 10.7%	9.2%	8.2%
Older than usual for grade	1.5%	Up from 0.9%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	38.5%	Down from 50.0%	50.0%	52.6%
Continuing contract teachers	80.8%	Down from 88.5%	84.9%	83.3%
Highly qualified teachers	83.3%	Up from 77.3%	94.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.0%	Up from 82.7%	87.0%	87.0%
Teacher attendance rate	97.1%	Down from 97.5%	94.7%	95.0%
Average teacher salary	\$40,660	Up 3.2%	\$41,385	\$41,703
Prof. development days/teacher	12.4 days	Up from 8.8 days	13.2 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.4 to 1	18.4 to 1	18.8 to 1
Prime instructional time	95.2%	Up from 93.5%	89.1%	89.8%
Dollars spent per pupil*	\$5,741	Up 5.4%	\$6,058	\$6,242
Percent of expenditures for teacher salaries*	61.9%	Down from 63.1%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 92.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Brockington Elementary Magnet School (BEMs) had much to celebrate during the 2004-05 school year. With the arrival of the 2004 test scores, Brockington realized the goal of making Adequate Yearly Progress. This was quite an accomplishment for the Title I school, and opened the door for School Choice to students across the county. Final arrangements were made, and BEMS welcomed twenty-four students from other schools in early October. Additionally, as a Magnet School for Science and Technology, Brockington celebrated being named, by the Florence Morning News, as one of the highest scoring schools on the science subtest of PACT in the Pee Dee Region.

Teachers began to plan for continuing to meet Adequate Yearly Progress with the 2005 test results. At the fifth-grade level, Lesson Study helped teachers engage in "kidwatching," which better informed instruction and facilitated teacher collaboration. Ongoing, school-wide study groups focusing on Strategies That Work helped teachers to address both the teaching of reading skills and strategies as they implemented the Rigby Collection of Reading Materials. Following the district model, Brockington continued implementation of a Balanced Literacy Framework and targeted small group (Guided Reading) instruction. Together with the principal and Coordinating Teacher, staff members also focused energies on data analysis including test results from Measures of Academic Progress (implemented during 2004-05), Math Benchmarks, and PACT Assessments. Observations of classroom lessons at all grade levels indicated that teachers continued to incorporate Math Solutions Activities while following the district's new math and science curriculum guides. Best practices in social studies instruction were also evident, since students responded in writing to appropriate content at each grade level.

In an effort to focus upon the whole child, the Brockington staff took measures to offer extra opportunities to the students during 2004-05. Electives were implemented in the fifth and sixth grades including: Peer Mediation, Sculpture, Karate, Graphic Arts, LOGO Programming, Computer Animation, Basic Technology, Things That Fly, Sign Language, Chimes, Chorus, and Honors Choir. For the fourth year, BEMS choral students worked with Southeastern Theatrical Productions to produce the school play. This year's production was *Oliver Twist*, and Brockington students performed before a sold-out crowd.

In an effort to form stronger bonds with parents, Brockington held Nights of Family Learning throughout the school year. During these seminars, families enjoyed dining together while teachers went over content to be taught during each month of the school year. Home visits and individual conferences continued to be areas of emphasis. The school year ended on a positive note, and staff looked forward to the 2005-06 school year.

Principal: Allison M. Baker  
SIC Chairman: Angie Jordan

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	147	63
Percent satisfied with learning environment	83.3%	88.9%	82.0%
Percent satisfied with social and physical environment	90.0%	83.7%	83.6%
Percent satisfied with school-home relations	70.0%	90.1%	69.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.